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ABSTRACT

The first part of this report summarizes the Houston Community College System's (HCCS) (Texas) level of achievement toward accomplishing the strategic planning goals and objectives for 1997-2000, as outlined in a previous document, "A Vision for the Future." Overall, HCCS achieved or partially achieved 88% of its established goals and objectives. HCCS has opened seven new facilities, which enabled the colleges to consolidate multiple leased facilities and vacate an evening-only facility. In addition, a new administrative center was purchased, which allowed consolidation and sale of five deteriorated buildings. Part 2 of the report identifies seven indicators that are critical to measuring institutional effectiveness: (1) access and equity; (2) student progress/student satisfaction; (3) workforce programs; (4) university transfer; (5) economic development and lifelong learning; (6) cultural and cross-cultural development; and (7) institutional support. Highlights of Part 2 include: the findings that the percentage of fall semester student course completers remained constant at about 77% for the 3 plan years; 85% of employers indicated they would recommend hiring an HCCS graduate; and 82% of HCCS graduates felt their academic preparation was good or excellent. Part 3 offers overall results of unit planning and evaluation; Part 4 offers overall results of the educational program review. (NB)

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ED 462 121

1999-2000 INSTITUTIONAL EFFECTIVENESS REPORT

"Closing the Loop"

- **Vision for the Future**
- **Critical Success Indicators and Performance Measures**
- **Unit Planning and Evaluation**
- **Educational Program Review**

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HOUSTON COMMUNITY COLLEGE SYSTEM

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HCCS 1999-2000 Institutional Effectiveness Report: "Closing the Loop" on *A Vision for the Future*

Published by the Office of Institutional Research
Spring 2001

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EXECUTIVE SUMMARY

The purpose of the *1999-2000 Institutional Effectiveness Report* is to "close the loop" by providing feedback to the administration and Board regarding HCCS' implementation of the annual institutional effectiveness cycle from Fall 1997 to Fall 2000. Assessments in this report and supporting documents demonstrate the degree of effectiveness with which HCCS achieved its established goals and fulfilled its mission during the last three-year cycle. The assessments and data identify our strengths and weaknesses and provide valuable information for the new planning cycle that is being implemented in 2000-2001, including baseline data for the 2000-2003 performance indicators and for establishing new objectives. As the institution continues implementation of the effectiveness process and prepares for the next strategic planning period, each of the components of the annual cycle will be reviewed and suggested changes will be used to smooth out the process. In addition, where appropriate, evaluation activities will be expanded and new means of assessment will be developed.

The first part of this report summarizes the institution's level of achievement toward accomplishing the strategic planning goals and objectives for 1997-2000, as outlined in *A Vision for the Future*. Overall, the institution achieved/partially achieved 88 percent of its established goals (8) and objectives (33), producing a positive impact on the quality and effectiveness of the institution's operations, programs, and activities. Most significant is the work that has done to implement a comprehensive institutional effectiveness process, to strengthen institutional resources, and to increase technological capability. The contents of this report demonstrate, in part, that the institution has successfully implemented an annual institutional effectiveness cycle and uses the results for institutional improvement. Tremendous progress has been made in strengthening institutional resources. HCCS had opened seven new facilities, which enabled the colleges to consolidate multiple leased facilities and vacate the evening-only HISD facilities. In addition, a new administrative center was purchased, which allowed consolidation and sale of five deteriorated buildings. Our technological capability has been greatly enhanced. The Strategic Plan for Technology was implemented, moving from completion of the infrastructure and basis services phases through expected services and into enhanced services. In addition, through the implementation of a Technology Fee and Title V Grant, HCCS now has over 3,500 computers for student use.

Prior to the development of the new three-year strategic plan, the System Planning Committee reviewed the 1997-2000 goals and objectives and data collected to identify objectives that focused on student learning and should be carried forward, and also to identify areas that should continue to be addressed in the new planning period. As a result, objectives or expected outcomes concerning student retention, full-time/part-time faculty, degree and certificate awards, transfer and job placement rates, workforce development programs, community support, and the library were incorporated into the new strategic plan for 2000-2003, *Building a Learning College*. For the first time, perhaps, HCCS has developed a data-driven plan, using available data and trends from the past three years to establish objectives, strategies and expected outcomes that are realistic and measurable.

Over the past three years, HCCS has measured its performance in seven areas considered critical to its success. The measures for these areas constitute the mission and goals of the institution. The data collected for these measures access the degree to which the institution's goals are being implemented. Details of this assessment appear in Part II of this report. In summary, for the areas of Workforce Programs, University Transfer, and Institutional Support, the overall performance is satisfactory. Evidence shows that the institution is preparing workforce and university transfer students to successfully enter the workforce and/or pursue higher education. The institution has increased its support for students by providing improved facilities and more full-time faculty. In the areas of Access and Equity, Economic Development and Lifelong Learning, and Cultural and Cross-Cultural Development, the institution's performance is somewhat satisfactory. The data show significant decreases in the number of students served by continuing education, noncredit, ABE,

GED, ESL, and Workplace literacy programs, and in the number of students receiving financial assistance. The measurement tool used for cultural and cross-cultural activities did not yield data to accurately access our effectiveness in these activities. Our overall performance in the areas of Student Progress/Student Satisfaction is less than satisfactory. Data show a decrease in the percentage of remedial students who pass all three sections of TASP and fewer students completing associate degrees. In addition, although the retention rate for first time Fall semester students who return for Spring semester has increased significantly over baseline, the rate must continue to grow if the institution is to have increased student success. In the 2000-2003 planning period, these areas are being targeted in the Developmental Education Plan and the Recruitment and Retention Plan.

In preparation for the next planning and evaluation cycle, the Institutional Effectiveness Committee evaluated the "Critical Success Areas and Performance Measures" to ensure that the institution would be able to accurately assess the implementation of the revised mission and goals. The Committee clarified some of the wording and eliminated measures for space and expenditure per FTE students that were specifically tied to the 1997-2000 strategic plan. These changes, along with baseline data from 1999-2000, were incorporated into a new document "Core Indicators of Effectiveness for 2000-2003."

Part III is a brief summary of the major accomplishments of the principal system-level administrative units and the five colleges. The performance in all areas is commendable. Some 200 units system-wide were involved in establishing expanded purpose statements, implementing unit goals and objectives, assessing results, and making appropriate changes. The individual activities at the operational level support the institutional goals, and collectively, these activities, when evaluated, determined the level of success in implementing and achieving institutional goals. The outcomes of unit planning are, therefore, reflected in the overall results reported in Part I of this report.

Part IV is a summary of the progress made since Fall 1998 in implementing the educational program review process. At the end of year three, overall 74 percent of academic and workforce programs had completed self-evaluations. These evaluations reveal both strengths and weaknesses in program operations and offerings. Many of our programs are exemplary and "best practices" emerge through the review process to benefit others. At the beginning of Fall 2000, most of the programs that had completed self-studies also had developed and implemented plans to address identified deficiencies. One common deficiency in workforce programs is lack of compliance with advisory committee standards, which is being addressed through program action plans. The institutional strategic plan also includes a strategy to improve program advisory committees. In addition to the need for programmatic changes, the studies often point out the need for improved educational or student support services or the need to develop new or improved assessment tools. The implementation of the "recent alumni" and "employer" surveys resulted from the need to measure customer satisfaction. There should continue to be evidence of change in the quality of the educational program as the review process continues to be implemented and the results used for program improvement.

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MISSION STATEMENT

The Houston Community College System is an open admission, public institution of higher education offering associate degrees, certificates, workforce training, and lifelong learning opportunities for all people in the communities we serve. As a member of the community, HCCS works in partnership to provide quality educational programs and services that enhance economic and cultural development. In all our endeavors, we are committed to excellence.

Houston Community College System provides:

- Affordable and convenient education
- Workforce development and customized training
- University transfer and general education
- Technical programs
- Literacy and developmental programs
- Personal enrichment opportunities
- Comprehensive student support services
- Facilities that are conducive to learning and working
- Effective and efficient resource management

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INTRODUCTION

The Office of Institutional Research, in collaboration with the Planning and Institutional Effectiveness committees, is charged with the responsibility for reporting on institutional effectiveness activities. It is the role of the Chancellor's Council to use the information in this report as a basis for making decisions and initiating actions that will make HCCS more effective in fulfilling its mission and in implementing its goals and objectives during the next cycle.

The overall assessments in this document were developed by Dr. Pat Williamson, Chair of the Planning Committee, Dr. David Ugwu, Chair of the Institutional Effectiveness Committee, members of the Committee, and Lady Huffaker, Institutional Research Technician.

This report is divided into four parts. Part I reports the institution's level of achievement in accomplishing A *Vision for the Future* by 2000, and includes evidence of change resulting from planning and assessment activities. Part II reports the institution's performance in the seven critical success areas and establishes a three-year trend and baselines for the next planning cycle. The overall assessments for Part I and Part II were formed by comparing data collected by the Office of Institutional Research and its liaisons for Year Three with baseline and Year One and Year Two data for both the planning goals/objectives and the critical success indicators/performance measures. Included with the overall assessments are two supporting data documents: "A Vision for the Future: Strategic Plan Outcomes for 1997-2000" and "Critical Success Indicators and Performance for 1997-2000."

Part III summarizes the major achievements of the system administrative areas and the five colleges in fulfilling the institutional mission, implementing the three-year plan, and improving operations, programs and services. The respective units prepared the assessments for this section. Support documentation for unit activities resides in the Office of Institutional Research and with the individual units.

Part IV discusses the educational program review process and the results in general. This section includes charts showing the status of the academic and workforce reviews in Fall 2000. The reviews are well documented and complete reports are housed in the Office of Institutional Research and the Office of the Vice Chancellor for Educational Development.

PART I.
VISION FOR THE FUTURE: OVERALL RESULTS

During 1996-97, the Chancellor and the Chancellor's Council developed its *Vision for the Future*, establishing eight strategic goals to focus the institution's efforts over the course of the succeeding three years. To accomplish these goals, the institution set a total of 33 objectives and then developed annual strategies for fulfilling those objectives. By the end of 1999-2000, the institution had achieved 79 percent of its established objectives and had partially achieved another 9 percent. However, as early as year one in the planning cycle, it became apparent that some objectives were not realistic or achievable within the time allowed. These objectives account for the remaining 12 percent.

This part of the *Institutional Effectiveness Report* is an assessment of the overall results and level of achievement for the 1997-2000 *Vision for the Future* goals and objectives.

Goal 1. Promote Student Success—Partially Achieved

By 2000, the institution will (1) increase the number of certificates and degrees by 50%, (2) meet or exceed the state community college average for university transfer and job placement rates, and (3) establish a counselor/student ratio of 1/1,200.

Evidence of Change: The objective for increasing the number of awards by 50 percent proved unrealistic and was not achieved. There was in fact an overall decrease of 11 percent from the baseline by the end of 1999-2000. However, as a result of creating approximately 18 new workforce certificates to meet business/industry needs, there was a marked upswing in the number of certificates awarded in year three and this trend is likely to continue. In addition, 83 percent of eligible workforce programs met the THECB requirement of 15 graduates over a three-year period. The transfer rate was within 0.1 percent for the three-year period and exceeded the state community college average by that margin in 1999-2000. In addition, Central and Southwest College reported a significant increase in the number of students completing honors courses or contracts during the three-year period. The honors program is a new initiative to promote transfer. For four consecutive years, HCCS has exceeded the state community college average job placement rate by a minimum of 2 percent. Furthermore, 83 percent of the eligible workforce programs meet or exceed the THECB requirement of 85 percent placement of program completers within one year. The institution was successful in achieving and maintaining a ratio for full-time counselor to students that exceeded the 1/1,200 minimum.

Goal 2. Improve Student Access— Achieved

By 2000, the institution will (1) increase by 25% the number of students enrolled in nontraditional format courses, (2) increase annually by 10% the number of GED graduates who enroll in credit courses at HCCS the following year, (3) enroll a percentage of ethnic minority students to equal or exceed the percentage in the service area; and, (4) in its staffing, the institution will reflect the demographics of the Houston community.

Evidence of Change: The institutional strategies for increasing by 25 percent the number of students enrolled in courses offered in nontraditional formats proved highly effective. In 1999-2000, HCCS served 58,955 students through distance learning, flex entry, and weekend courses, an increase of 43 percent over baseline. In regard to increasing the enrollment of students with GEDs as stated in Objective 2.2, the institution decided it would be more meaningful to measure the number of HCCS credit students who enter with a GED regardless of when the GED was achieved. Due to conversion to PeopleSoft, data for year three is not available. However, at the end of year two, HCCS showed an increase in the number of GED students enrolled in credit classes.

HCCS successfully reflects its service area in ethnic minority population. At the end of 1999-2000, the percentage of African-American and Asian students enrolled at the institution exceeded that of the service area, while the percentage of Hispanics was almost equal to the area population. The demographics for the Houston community are also closely reflected in HCCS' body of employees, with two notable exceptions: the percentage of Hispanic faculty remains below the population percentage, although the gap has closed from a baseline of 18.1 percent to 17 percent in 1999-2000; the percentage of Black faculty, staff, and administrators is well above that of the Houston population.

Goal 3. **Ensure Responsive Curricula—Achieved**

By 2000, the institution will 1) increase customized training by 50%, 2) implement four new programs to meet workforce needs while 3) eliminating four that are no longer viable, and 4) implement a plan to periodically evaluate the curricula for all its educational programs.

Evidence of Change: HCCS was very successful in accomplishing all of the objectives established for Goal 3. The number of customized training contracts doubled from a baseline of 95 to 196 in 1999-2000. Also, over the three-year period HCCS implemented not four but six new technical programs to meet regional workforce needs and eliminated not four but eight programs that no longer met workforce needs. The program review process, implemented in Summer 1998, included standards that helped identify programs that were no longer viable. Also included were standards for evaluating curricula, and by the end of 1999-2000, 71 percent of academic and 76 percent of workforce programs had evaluated curricula as part of the review process. Therefore, along with restructuring of the discipline committees, conducting comprehensive program reviews, and continuing to evaluate developmental studies, HCCS has demonstrated its commitment to ensuring a curricula that is responsive to both student and business/industry needs.

Goal 4. **Build New and Varied Partnerships—Partially Achieved**

By 2000, 1) each college within the institution will develop a relationship with each high school and middle school in its service region and 2) establish a minimum of one partnership with a local library. 3) One hundred students will participate in American Reads due to institutional support of this literacy program. 4) The institution will increase by 25% the number of business/industry partners who provide cooperative education experiences for workforce students and 5) increase by 20% its agreements with four-year institutions.

Evidence of Change: Reasonable progress has been made in enhancing educational opportunities at HCCS through expanding the institution's relationships with external constituencies. Overall, the total number of relationships between the colleges and service area schools increased. However, it would have been more meaningful if baseline data/annual outcomes had included the number of possible relationships within each college's service area. It is notable, however, that dual enrollment increased significantly by 33 percent over baseline. The number of students participating in "America Reads" from 1997-2000 totaled 198, or double that of the established objective. Although Workforce Development designated responsibility for site-based education and co-op programs at each of the colleges, the institution was not successful in its objective to increase by 25 percent the number of business/industry partners providing cooperative education opportunities for our students. Despite an increase of 8.6 percent for years one and two, we ended with only a 3 percent increase overall. Concerning the last two objectives, these were met in the first year of the planning period and maintained for three years. Each of the five colleges established a minimum of one partnership with a local library, and HCCS increased its number of agreements with four-year institutions by 26 percent, thereby exceeding the objective of 20 percent.

Goal 5. Strengthen Institutional Resources—Partially Achieved

By 2000, the institution will 1) implement a Ten-Year Facilities Plan; 2) complete extensions at Stafford, Eastside, and the initial building of Northeast Campus, and a Health Careers Center; and 3) provide comprehensive library resources at each college. In addition, 5) full-time faculty will teach 50% of HCCS' credit classes. 6) Funds generated through scholarships and grants and other contributions will increase by 10%, and the 7) HCCS Foundation will become financially self-sufficient.

Evidence of Change: HCCS has made phenomenal progress toward achieving greater operational efficiency and effectiveness within the institution. Strategies for the implementation of the Ten-Year Facilities Plan were successfully completed through year 2000. HCCS is now out of all HISD facilities. The purchase of West Loop and lease/purchase of Pinemont enabled us to consolidate six operational sites for greater cost efficiency and instructional effectiveness. In addition, the purchase of 3100 Main as an administrative center will allow us to consolidate five locations in need of major repair. The Stafford extension, the initial building of the new Northeast complex and the Health Careers Center and the Eastside expansion were all completed by early Fall 1999. Likewise, several steps were taken toward providing comprehensive literary and learning resources at each of the colleges. Most significant, was the development and implementation of a system-wide library plan to comply with SACS requirements. The library automation project was fully implemented, and, with the new facilities and renovations the first phase of library expansion was completed at all colleges except Central.

Faculty resources were strengthened by more than 100 full-time positions over the three-year planning period. Again, program review documentation was used to help identify and prioritize needs for faculty and the allocation of positions. And, by 2000, the number of contract hours taught by full-time faculty reached 51.6 percent, an increase of 8.3 percent over baseline. Although the HCCS Foundation did not become financially self-sufficient by 2000, it did increase the amount of funds generated annually by 66 percent over baseline. In support of this objective, the institution successfully reactivated the Alumni and Retirees Association, building membership to 550 alumni and 186 retirees by the end of year three. Efforts to increase contributions from public and private sources resulted in an increase of more than $12 million in 1999-2000, an amount 37 percent over baseline and far above the set 10 percent. In carrying out this objective, the institution developed an integrated process for system-wide applications and awards and subsequent management of funds.

Goal 6. Increase Technological Capability—Achieved

By 2000, the institution will 1) implement its strategic plan for technology, 2) complete its data network infrastructure at all permanent locations and 3) provide open access computers at each college for faculty and student use during college service hours.

Evidence of Change: Strategies for this objective were well thought out and at the end of 1999-2000, implementation of the Strategic Plan for Technology was on schedule. To ensure success in implementation of the plan, Information Technology developed an operational plan for the three-year period and annually evaluated the results and updated the long-term technology plan. Highlights of activities include the completion of the renovation plan at Washington and the implementation of plans for 3100 Main to support IT functions. Throughout the planning period, Information Technology facilitated the development and prioritization of the colleges' technical infrastructure for new facilities. By Fall 2000, the institution had completed the data network infrastructure and basic services phases and initiated work on expected and enhanced services.

Faculty, staff, and students at HCCS had access to 3,479 "open access" computers at the end of year three – more than 8 times the baseline number. To accomplish this, the institution incorporated computer lab space in all facility plans and expanded the availability of computers in the libraries.

Goal 7. **Expand Community Outreach—Partially Achieved**

By 2000, the institution will 1) conduct a workforce needs assessment in all areas where new facilities are planned, 2) create and disseminate an HCCS experts list to the community, and 3) increase by 50% the number of international partnerships.

Evidence of Change: Efforts to expand community outreach were moderately successful. By the end of Year Three, needs assessments were completed for the 288 area, Uptown Houston, and the Medical Center; two additional assessments were in progress for the new Northeast and Eastside areas. Although work was initiated to create an HCCS Experts List, the project was not completed by Fall 2000. An Executive Director of International Initiatives was hired in 1998-99. The Director redefined "international partnerships" and identified 5 international partnerships in existence at the time of hiring. The number of active partnerships had doubled by Fall 2000.

Goal 8. **Demonstrate Continuous Improvement—Achieved**

By 2000, the institution's 1) full-time employees will participate in at least three job-related professional development activities per year to include technological training. 2) The institution will provide opportunities for professional development for part-time personnel. In addition, 3) the institution will develop and implement an institutional effectiveness plan and use the results for institutional improvement, and 4) also implement recommendations from the Workforce Focus Group for improving technical education programs.

Evidence of Change: The institution's focus on professional development for employees and implementation of a comprehensive institutional effectiveness plan was well rewarded. Although a method for compiling data on the total number of full-time employees participating in professional development activities per year was not finalized, a record of those activities was included in the annual performance evaluation and personnel file for each individual employee. The Employee Development Services Department was established in 1997-98 and the following year implemented an Employee Technology Training Plan, which has increased professional development opportunities for both full-time and part-time employees.

The institution has implemented an Institutional Effectiveness (IE) plan that is providing positive results. Under the guidance of system- and college-level planning and effectiveness committees, all units across the system developed purpose statements, goals, objectives, and performance measures in support of the strategic plan and HCCS mission. Annual evaluations were conducted and the results were used to develop new strategies as needed to ensure unit improvement by the end of the planning period. Reports of system-wide activities and progress were submitted periodically to the Institutional Research Office for documentation of the process and for preparation of the Annual Institutional Effectiveness Report. Program Review was implemented in 1998-99 as a major component of the IE plan. The review instrument for Workforce includes recommendations from the Workforce Focus Group for improving technical programs. In summary, the institution has established a plan to assess institutional effectiveness, including procedures to ensure use of results for institutional improvement. The IE plan is continually being refined and expanded to meet the needs of the institution. The overall results for each annual institutional effectiveness cycle have been documented in a report such as this.

Houston Community College System

A Vision for the Future

Strategic Plan Outcomes for 1997-2000

GOAL 1. PROMOTE STUDENT SUCCESS

3-YEAR OBJECTIVES			Overall Evaluation
Objective 1.1 The number of certificates & degrees awarded will increase by 50%.			**Not Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
1,086 Degrees 1,102 Certificates 2,188 Total Awards	1,040 Degrees 1,096 Certificates 2,136 Total Awards	1,072 Degrees 771 Certificates 1, 843 Total Awards	1,003 Degrees 951 Certificates 1, 954 Total Awards
Objective 1.2a Transfer rates will meet or exceed the state community college average.			**Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
HCCS 25.8% State Avg. 27.7%	HCCS 28.1% State Avg. 28.2%	HCCS 28.8% State Avg. 29.0%	HCCS 30.3% State Avg. 30.2%
Objective 1.2b Job placement rates will meet or exceed the state community college average.			**Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
HCCS 85.00% State Avg. 79.72%	HCCS 85.4% State Avg. 83.2%	HCCS 86.6% State Avg. 84.0%	HCCS 85.8% State Avg. 83.8%
Objective 1.3 The ratio of full-time counselors to students will be 1/1,200.			**Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
Counselor/Student Ratio = 1/1,204	Counselor/Student Ratio = 1/1,173	Counselor/Student Ratio = 1/1,165	Counselor/Student Ratio=1/1,179

GOAL 2. IMPROVE STUDENT ACCESS

3-YEAR OBJECTIVES

Objective 2.1 **Increase by 25% the number of students enrolled in courses offered in nontraditional formats (i.e. distance learning, flex entry, weekends).** **Achieved**

Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
Distance Education = 6,163 Flex Entry = 24,375 Weekends = 10,621	Distance Education = 7,303 Flex Entry = 22,319 Weekends = 12,113	Distance Education = 8,995 Flex Entry = 24,453 Weekends = 15,432	Distance Education= 12,020 Flex Entry= 29,133 Weekends= 17,802

Objective 2.2 **Increase annually by 10% the number of HCCS G.E.D. graduates who enroll the following year in HCCS credit courses.** **Achieved**

Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
Fall '97 = 125 students from HCCS classes (out of 4,576)	Fall '98 = 121 students from HCCS classes (out of 4,120)	Fall '99 = 205 students from HCCS classes (out of 2,686)	Fall 2000=NYA

Objective 2.3 **The percentage of ethnic minority students enrolled in credit courses will equal or exceed the percentage in the service area population at large.** **Achieved**

Baseline Data 1996-97	W	B	H	A	O
Srvc Area	45.7%	21.9%	25.8%	5.8%	
HCCS	39.8%	22.7%	22.5%	14.1%	0.8%

Outcomes Year One 1997-98	W	B	H	A	O
Srvc Area	45.7%	21.9%	25.8%	5.8%	
HCCS	38.8%	23.0%	23.2%	13.8%	1.2%

Outcomes Year Two 1998-99	W	B	H	A	O
Srvc Area	45.7%	21.9%	25.8%	5.8%	
HCCS	35.9%	23.7%	24.0%	14.9%	1.6%

Outcomes Year Three 1999-2000	W	B	H	A	O
Srvc Area	45.7%	21.9%	25.8%	5.8%	
HCCS	34.5%	24.0%	25.3%	14.5%	1.8%

Objective 2.4 **The demographics of faculty, staff and administrators will reflect the demographics of the Houston community.** **Partially Achieved**

Baseline Data 1996-97	W	B	H	A	O
Srvc Area	45.7%	21.9%	25.8%	5.8%	

	W	B	H	A/O
Faculty	63.4%	22.2%	7.7%	6.8%
Admin.	56.7%	22.5%	18.3%	2.5%
Staff	36.5%	35.8%	21.0%	6.7%

Outcomes Year One 1997-98	W	B	H	A	O
Srvc Area	45.7%	21.9%	25.8%	5.8%	

	W	B	H	A/O
Faculty	63.2%	22.1%	7.8%	7.0%
Admin.	55.2%	21.9%	20.0%	2.9%
Staff	34.7%	35.3%	23.4%	6.6%

Outcomes Year Two 1998-99	W	B	H	A	O
Srvc Area	45.7%	21.9%	25.8%	5.8%	

	W	B	H	A/O
Faculty	63.7%	21.7%	8.0%	6.7%
Admin.	55.2%	26.7%	15.2%	2.9%
Staff	34.0%	36.1%	23.2%	6.7%

Outcomes Year Three 1999-2000	W	B	H	A	O
Srvc Area	45.7%	21.9%	25.8%	5.8%	

	W	B	H	A/O
Faculty	58.7%	27.3%	8.8%	6.2%
Admin.	49.6%	26.9%	19.3%	4.2%
Staff	34.0%	34.5%	24.8%	6.7%

GOAL 3. ENSURE RESPONSIVE CURRICULA

3-YEAR OBJECTIVES

Objective 3.1 **Increase by 50% the number of customized training contracts.**			**Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
Customized Training Contracts=95	Customized Training Contracts=179	Customized Training Contracts=163	Customized Training Contracts=196
Objective 3.2 **Develop and implement four (4) new technical programs that meet regional workforce needs.**			**Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	Programs Implemented=3	Programs Implemented=1	Programs Implemented=2
Objective 3.3 **Eliminate four (4) programs that no longer meet regional workforce needs.**			**Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	One Eliminated = Upholstery	One Eliminated = Office Occupations (changed to Cont Ed)	Six Eliminated=Auto Body, Graphic Arts, RV Repair, Occupational Health Safety, Major Appliance Repair, Small Gas Engine Repair
Objective 3.4 **Develop and implement a plan to periodically evaluate all curricula.**			**Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	**Pilot Program Reviews** Workforce Programs Evaluated = 9 Academic Disciplines Participated in Pilot = 8 (Evaluation Incomplete)	**Fall 98 Program Reviews** Workforce Programs Evaluated = 25 Academic Disciplines Evaluated =12	**Fall 99 Program Reviews** Workforce Programs Evaluated = 19 Academic Disciplines Evaluated = 8 Overall Evaluation = 71% for Academic 76% for Workforce

GOAL 4. BUILD NEW AND VARIED PARTNERSHIPS

3-YEAR OBJECTIVES

Objective 4.1 **Each college will develop a relationship with each high school and middle school in its service region.** **Partially Achieved**

Baseline Data 1996-97			*Outcomes Year One 1997-98*			*Outcomes Year Two 1998-99*			*Outcomes Year Three 1999-2000*		
	# Relationships	Dual Enrollment		# Relationships	Dual Enrollment		# Relationships	Dual Enrollment		# Relationships	Dual Enrollment
CEN	4	0	CEN	5	0	CEN	12	0	CEN	12	28
SE	9	62	SE	9	0	SE	8	0	SE	6	0
SW	17	86	SW	17	64	SW	20	31	SW	18	60
NE	4	87	NE	14	136	NE	14	39	NE	27	107
NW	13	1,276	NW	15	1,548	NW	16	1,438	NW	16	1698
Tech Prep Partnerships=50			Tech Prep Partnerships=54			Tech Prep Partnerships=54			Tech Prep Partnerships=54		

Objective 4.2 **One hundred (100) students will participate in "America Reads" literacy program.** **Achieved**

Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	63 Students	85 Students	50 Students

Objective 4.3 **Increase by 25% the number of business/industry partners who will provide cooperative education opportunities for our students.** **Not Achieved**

Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
437 Sites	475 Sites	475 Sites	450 Sites

Objective 4.4 **Each college will establish a minimum of one (1) partnership with a local library to enhance resources for its students.** **Achieved**

Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	All Colleges Meet Minimum	All Colleges Meet Minimum	All Colleges Meet Minimum

Objective 4.5 **Increase by 20% agreements with four-year institutions.** **Achieved**

Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
Agreements with 4-Year Institutions = 23	Agreements with 4-Year Institutions = 29	Agreements with 4-Year Institutions = 29	Agreements with 4-Year Institutions=29

GOAL 5. STRENGTHEN INSTITUTIONAL RESOURCES

3-YEAR OBJECTIVES

Objective 5.1 **The Career Health Center, the Northeast Campus and the Eastside Campus and Stafford extensions will be completed and operational.** **Achieved**

Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	Stafford Extension Completed	Eastside Extension Completed; Initial Building of Northeast Campus and Health Careers Center Completed	Complete

Objective 5.2 **A Ten-Year Facilities Plan will be implemented which focuses on consolidating and purchasing operational sites for greater cost efficiency and instructional effectiveness.** **Achieved**

Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	In Progress	Plan Developed, Implementation In Progress	Implementation Complete Through 2000

Objective 5.3 **Each college will provide comprehensive library and learning resources.** **Partially Achieved**

Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	In Progress	In Progress	Plan completed through 2000.

Objective 5.4 **Full-time faculty will teach 50% of credit classes.** **Achieved**

Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
Contact Hours taught by FT Faculty = 46.3%	Hours taught by FT Faculty = 46.6%	Contact Hours taught by FT Faculty = 43.9%	Contact Hours taught by FT Faculty=51.6%

Objective 5.5 **The HCCS Foundation will become financially self-sufficient.** **Not Achieved**

Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
1996-97 Budget=$102,220 1996-97 Funds Generated=$267,915	1997-98 Budget=$142,793 1997-98 Funds Generated=$325,138	1998-99 Budget=$140,276 1998-99 Funds Generated=$395,430 *(unaudited)*	1999-2000 Budget=$153,306 1999-2000 Funds Generated=$445,737 *(unaudited)*

Objective 5.6 **Increase by 10% funding and other contributions from public and private sources.** **Achieved**

Baseline Data 1996-97		*Outcomes Year One 1997-98*		*Outcomes Year Two 1998-99*		*Outcomes Year Three 1999-2000*	
Federal grants	$7,262,670	Federal grants	$7,728,292	Federal grants	$7,812,843	Federal grants	$8,663,260
State grants	1,066,862	State grants	1,564,312	State grants	1,886,619	State grants	2,188,232
Other grants	567,582	Other grants	366,462	Other grants	737,570	Other grants	955,448
	$8,897,114		$9,659,066		$10,437,032		$11,806,940
Foundation	267,915	Foundation	325,138	Foundation	395,430 *(unaudited)*	Foundation	445,737 *(unaudited)*
Total	$9,165,029	Total	$9,984,204	Total	$10,832,462	Total	$12,252,677

GOAL 6. INCREASE TECHNOLOGICAL CAPABILITY

3-YEAR OBJECTIVES

Objective 6.1 The Strategic Plan for Technology will be updated and implemented according to schedule. **Achieved**

Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	In Progress	In Progress	Implemented

Objective 6.2 The data network infrastructure to support information and instructional technologies will be completed at all permanent locations. **Achieved**

Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	In Progress	In Progress	Complete

Objective 6.3 Open access computers will be available at each college for faculty, staff, and students during college service hours. **Achieved**

Baseline Data 1996-97		*Outcomes Year One 1997-98*		*Outcomes Year Two 1998-99*		*Outcomes Year Three 1999-2000*	
College	# Computers	College	# Computers	College	# Computers	College	# Computers
CEN	69	CEN	98	CEN	371	CEN	935
NE	99	NE	99	NE	224	NE	684
NW	89	NW	120	NW	688	NW	464
SE	156	SE	156	SE	390	SE	704
SW	63	SW	75	SW	559	SW	692

GOAL 7. EXPAND COMMUNITY OUTREACH

3-YEAR OBJECTIVES

Objective 7.1	**Conduct an assessment of education and workforce training needs in all areas where new facilities are planned.**		**Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	Two Assessments Completed	One Assessment Complete; Two Assessments in Progress	Three Assessments Complete; Two Assessments in Progress for new North-east area and Eastside area
Objective 7.2	**Create an HCCS Experts List and disseminate it to community groups.**		**Not Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	No Year One Data Needed	In Progress	In Progress
Objective 7.3	**Increase by 50% the number of international partnerships.**		**Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
Total Partnerships = N/A	Total Partnerships = 5	Total Partnerships = 5	Total Active Partnerships=11

GOAL 8. DEMONSTRATE CONTINUOUS IMPROVEMENT

3-YEAR OBJECTIVES

Objective 8.1	**Full-time employees will participate in at least three (3) job related professional development activities per year to include technological training.**		**Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	Data Not Yet Available	Data Not Yet Available	Record of activities submitted by individual employee with annual performance evaluation and filed with Employee Records in HR. No Compilation of Data Available.
Objective 8.2	**The system will provide professional development opportunities for part-time employees and adjunct faculty.**		**Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	No Year One Data Needed	In Progress	Complete
Objective 8.3	**Develop and implement an institutional effectiveness plan and use the results for institutional improvement.**		**Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	In Progress	Plan Implemented and Use of Results In Progress	Use of Results Continuous and Ongoing
Objective 8.4	**Implement recommendations from the Workforce Focus Group for improving technical education programs.**		**Achieved**
Baseline Data 1996-97	*Outcomes Year One 1997-98*	*Outcomes Year Two 1998-99*	*Outcomes Year Three 1999-2000*
No Baseline Data Needed	In Progress	In Progress	Complete

PART II.
CRITICAL SUCCESS INDICATORS AND PERFORMANCE MEASURES: OVERALL RESULTS

HCCS has identified seven indicators or areas of inquiry that are critical to the institution in measuring its effectiveness in fulfilling its mission and goals. Performance measures and measurement tools have been established for each critical area.

The following is a summary report of HCCS' performance in the seven critical success areas for the 1997-2000 planning period.

Access and Equity—*Overall performance "Somewhat Satisfactory"*

While semester credit hour enrollment remained stable over the three-year period, enrollment in continuing education and noncredit programs decreased steadily to 12 percent below the baseline value. Comparison of the student and service area population mix indicates the college population is a consistent reflection of the areas being served, the only exception being a growing under representation of White students and overrepresentation of Asian students for the last two years. Comparing the population mix of faculty-staff-administrators to students shows a consistent under representation of Hispanic and Asian/Other faculty (averaging 16 percent and 9 percent respectively below the student population value). The trend for the number of economically disadvantaged students shows a decrease, while that of the academically disadvantaged showed an increase. The number of students receiving financial assistance dropped steadily ending at 15 percent below baseline.

Student Progress/Student Satisfaction—*Overall performance "Unsatisfactory"*

The percentage of remedial students tested and untested who pass all three sections of TASP changed dramatically from 11.05 percent in Year One to an estimated 6 percent in Year Three. This was trend among community colleges across the state and could be attributable to the method used by THECB for calculating data. The percentage of Fall semester student course completers remained constant at about 77 percent for the three plan years. The number of students who returned from Fall semester to enroll for Spring semester continually climbed rising 12 percent over baseline to 72.8 percent in Year Three. Although this increase is significant, the institution established a minimum retention rate of 75 percent overall for first-time students in the 2000-2003 strategic plan. Additionally, HCCS has since set goals in its Recruitment and Retention Plan to increase retention of first-time full-time students to 78 percent (5 percent increase) and first-time part-time to 62 percent (6 percent increase) by the end of 2003. The percentage of students valuing the overall quality of education as above average dropped nearly 5 percent from Year one to Year Three. The measure of most concern is the declining number of Associate degrees and certificates awarded. While year three showed an appreciable upswing in the number of certificates, the number is still well below baseline. Overall performance on the student progress/student satisfaction factor is less than satisfactory.

Workforce Programs—*Overall performance "Satisfactory"*

HCCS consistently ranks a minimum of 2 percent above the state average in job placement for workforce program graduates. In 1999-2000, surveys were implemented to measure employer and graduate satisfaction. These surveys yielded baseline data as follows: employer satisfaction with HCCS graduates indicated that 85 percent would recommend hiring of HCCS graduates and 95 percent would hire another HCCS graduate; 78.8 percent of HCCS program completers ranked their level of satisfaction with education preparation at good or excellent.

Performance on licensure exams is a difficult outcome to measure. According to the Institutional Effectiveness Measures and Standards for Texas Community and Technical Colleges, one measure of pass rate is that the percentage of students who take licensure exams and pass is not more than 5 percent below state average for last three years for the specific licensure exam. The

THECB 2000 Statewide Licensure Report for HCCS listed 19 programs with only seven of those programs having complete data for the last three-year period. Of those seven programs, six or 86 percent meet the State standard.

University Transfer—*Overall performance "Satisfactory"*

There is a rising trend in the number of HCCS students transferring to four-year institutions. Where statistical data is available, the GPAs of these transfer students compare favorably with the GPAs of all transfer students in a sample of large, medium, and local institutions over a three-year period. HCCS continues to have difficulty in obtaining adequate and reliable data from selected institutions comparing the GPAs of HCCS transfer students with the GPAs of native students at those institutions. The HCCS Transfer Office continues to work on this issue with HCCS' top transfer institutions such as the University of Houston, the University of Texas, and Texas A. & M. University. In 1999-2000, the institution piloted a survey to measure graduate satisfaction with academic preparation. The baseline data from this survey show that 82 percent of HCCS graduates feel that their academic preparation was good or excellent.

Economic Development and Lifelong Learning—*Overall performance "Somewhat Satisfactory"*

There is an extreme downward trend for enrollment in ABE, GED, ESL, and workplace literacy programs, resulting in a 34 percent decline over three years. This is a dramatic drop in enrollment and an area of concern. Facilities may have to be addressed in analyzing the reason for the decrease in enrollment. Also, the newly approved Recruitment and Retention Plan includes goals for increasing enrollment in these programs by 2003. The "number of companies and number of individuals served by industry contract training" show a dramatic upswing, with the number of contacts twice that of baseline. "Completion of noncredit courses for personal interest" remained steady for three years and then began a downward turn in 1999-2000. Meanwhile, the trend on "successful completion of Workforce CEU courses" showed very slight fluctuation until this last year when the number of completers began to rise.

Cultural and Cross-Cultural Development—*Overall performance "Somewhat Satisfactory"*

The newly appointed Executive Director for International Initiatives identified 5 partnerships in existence for 1997-98 and year 2000 data indicted a definite shift upward. The total cultural and cross-cultural activities fluctuated so that there is no clear trend. If the institution continues to use this indicator, it needs to develop an appropriate tool for counting such college-sponsored activities.

Institutional Support—*Overall performance "Satisfactory"*

THECB definition: Institutional support includes cost associated with executive management, fiscal operations, general administration and logistical services, administrative computing support, and public relations/development as defined by the National Association of College and University Business Officers.

The institution is performing satisfactorily in most areas of institutional support when comparing Year Three data and the established baselines. The effect of opening new facilities and the closing of facilities leased from independent school districts produced a definite positive impact on space per full-time equivalent student in Year Three, and this trend will likely continue. Concerning restricted funds, there was a consistent increase over the three-year period. The number of contact hours taught by full-time faculty jumped significantly in Year Three, starting a trend that the institution would like to continue. The data on expenditures per full-time equivalent students shows a somewhat erratic pattern at this point, rising and then falling and then rising again.

Houston Community College System

INSTITUTIONAL EFFECTIVENESS—INSTITUTION-LEVEL

Critical Success Indicators and Performance for 1997-2000

INDICATOR A. ACCESS AND EQUITY

Measure A.1 HCCS credit and noncredit Fall enrollment

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
Semester Hour Credit = 38,362 Continuing Ed & Noncredit =15,355	Semester Hour Credit = 38,204 Continuing Ed & Noncredit = 14,991	Semester Hour Credit = 38,610 Continuing Ed & Noncredit = 14,058	Semester Credit Hour= 38,134 Continuing Ed & Noncredit= 13,725

Measure A.2a Student Fall population mix compared to service area population

Baseline Data 1996-97

	W	B	H	A	N Am	O
Srvc Area	45.7%	21.9%	25.8%	5.8%	0.0%	0.0%
HCCS Student Pop Mix	39.8%	22.7%	22.5%	14.1%	0.3%	0.5%

Year One 1997-98

	W	B	H	A	N Am	O
Srvc Area	45.7%	21.9%	25.8%	5.8%	0.0%	0.0%
HCCS Student Pop Mix	38.8%	23.0%	23.2%	13.8%	0.3%	0.9%

Year Two 1998-99

	W	B	H	A	N Am	O
Srvc Area	45.7%	21.9%	25.8%	5.8%	0.0%	0.0%
HCCS Student Pop Mix	35.9%	23.7%	24.0%	14.9%	0.3%	1.3%

Year Three 1999-2000

	W	B	H	A	N Am	O
Srvc Area	45.7%	21.9%	25.8%	5.8%	0.0%	0.0%
HCCS Student Pop Mix	34.5%	24.0%	25.3%	14.5%	0.3%	1.5%

Measure A.2b Percentage of minority students (African-American, Hispanics, Native American)*

Baseline Data 1996-97

	B	H	N Am.
HCCS Minority Students*	24.4%	20.7%	0.3%

(THECB Data)

Year One 1997-98

	B	H	N Am.
HCCS Minority Students*	24.4%	21.0%	0.3%

(THECB Data)

Year Two 1998-99

	B	H	N Am.
HCCS Minority Students*	24.4%	21.3%	0.3%

(HCCS Estimated)

Year Three 1999-2000

	B	H	N Am.
HCCS Minority Students*	24.5%	21.2%	0.3%

(HCCS Estimated)

Measure A.3 Faculty-staff-administration Fall population mix vs. student population mix

Baseline Data 1996-97

	W	B	H	A/O
Faculty	372/63.4%	130/22.2%	45/7.7%	40/6.8%
Admin	68/56.7%	27/22.5%	22/18.3%	3/2.5%
Staff	207/36.5%	203/35.8%	119/21.0%	38/6.7%
Student Pop	39.8%	22.7%	22.5%	14.9%

Year One 1997-98

	W	B	H	A/O
Faculty	381/63.2%	133/22.1%	47/7.8%	42/7%
Admin	58/55.2%	23/21.9%	21/20.0%	3/2.9%
Staff	261/34.7%	266/35.3%	176/23.4%	50/6.6%
Student Pop	38.8%	23.0%	23.2%	15.0%

Year Two 1998-99

	W	B	H	A/O
Faculty	391/63.7%	133/22.7%	49/8.0%	41/6.7%
Admin	58/55.2%	28/26.7%	16/15.2%	3/2.9%
Staff	272/34.0%	289/36.1%	186/23.2%	54/6.7%
Student Pop	35.9%	23.7%	24.0%	16.5%

Year Three 1999-2000

	W	B	H	A/O
Faculty	428/61.0%	162/23.1%	62/8.8%	50/7.1%
Admin	59/49.6%	32/26.9%	23/19.3%	5/4.2%
Staff	264/34.0%	268/34.5%	192/24.8%	52/6.7%
Student Pop	34.5%	24.0%	25.3%	16.3%

NOTE: Unless the measure specifies "Fall," performance is based on annual data; and, unless otherwise specified, data are based on credit enrollment.
***This is a Legislative Budget Board (LBB) performance measure.**

Measure A.4	**Number students receiving financial aid and scholarships**		
Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
20,378	20,674	19,190	17,299
Measure A.5	**Percentage of students who are economically disadvantaged***		
Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
27.6% (THECB Data)	26.4% (THECB Data)	24.4% (THECB Data)	25% (HCCS Estimated)
Measure A.6	**Percentage of students who are academically disadvantaged***		
Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
34.6% (THECB Data)	37.4% (THECB Data)	38% (HCCS Estimated)	38% (HCCS Estimated)
Measure A.7	**Percentage of students who are self-declared ADA**		
Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
6% (THECB Data)	4% (THECB Data)	5% (HCCS Estimated)	4% (HCCS Estimated)

NOTE: Unless the measure specifies "Fall," performance is based on annual data; and, unless otherwise specified, data are based on credit enrollment.
***This is a Legislative Budget Board (LBB) performance measure.**

INDICATOR B. STUDENT PROGRESS/STUDENT SATISFACTION

Measure B.1 Percentage of remedial students (tested and untested) who pass TASP (all three sections)*

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
HCCS = 12.87% Statewide Average = 15.57% (THECB Data)	HCCS = 11.05% Statewide Average = 13.69% (THECB Data)	HCCS=6.5% Statewide Average=12.44% (THECB Data)	HCCS=6.0% (HCCS Estimated)

Measure B.2 Percentage of Fall semester course completers*

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
77.39% (THECB Data)	77.01% (THECB Data)	77.84% (THECB Data)	77.57% (THECB Data)

Measure B.3 First time Fall semester students who return for Spring semester

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
60.1% (HCCS Data)	67.2% (HCCS Data)	69.7% (HCCS Data)	72.8% (HCCS Data)

Measure B.4 Associate degrees and certificates awarded*

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
1,086 Degrees 1,102 Certificates 2,188 Total Awards (IPEDS Data)	1,040 Degrees 1,096 Certificates 2,136 Total Awards (IPEDS Data)	1,072 Degrees 771 Certificates 1,843 Total Awards (IPEDS Data)	1,003 Degrees 951 Certificates 1,954 Total Awards (IPEDS Data)

Measure B.5 Student evaluation of overall quality of education

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
None	Above average = 64.8%	Above average = 64.1%	Above average=59.9%

NOTE: Unless the measure specifies "Fall," performance is based on annual data; and, unless otherwise specified, data are based on credit enrollment.
***This is a Legislative Budget Board (LBB) performance measure.**

INDICATOR C. WORKFORCE PROGRAMS

Measure C.1 Job placement of graduates/program completers

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
HCCS 85.00% State Avg. 79.72%	HCCS 85.4% State Avg. 83.2%	HCCS 86.6% State Avg. 84.0%	HCCS 85.8% State Avg 83.8%

Measure C.2 Employers' satisfaction with competence of program completers

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
None	N/A	N/A	85% Would Recommend Hiring HCCS Grads 95% Would Hire Another HCCS Grad

Measure C.3 Program completers' satisfaction with education preparation

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
None	N/A	N/A	Good or Excellent=78.8%

Measure C.4 Licensure exam pass rates*

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
Percentage of students who pass a licensure exam = Not Available Cosmetology=80% Court Reporting=28% Emergency Medical/Paramedic=89% Interpreter for the Deaf=75% Law Enforcement Academy=76% Nurse Aide=100% Nurse, Licensed Vocational=79% Nurse, Registered=88% Occupational Therapy Assistant=100% Physical Therapy Assistant=71% (THECB Data)	Percentage of students who pass a licensure exam = 83% (THECB Data) Cosmetology=86% Court Reporting=38% Emergency Medical/Paramedic=91% Fire Protection (Arson Investigator & Inspector)=93% Fire Protection (Structure)=99% Nurse Aide=95% Nurse, Licensed Vocational=86% Nurse, Registered=86% Occupational Therapy Assistant=100% Physical Therapy Assistant=77% (THECB Data)	Percentage of students who pass a licensure exam = 72% (THECB Data) Aircraft Mechanic (Powerplant, Airframe, & Gen)=88% Cosmetology=86% Court Reporting=10% Emergency Medical/Paramedic=80% Fire Protection (Arson Invest & Inspector)=100% Interpreter for the Deaf=50% Nurse Aide=96% Nurse, Licensed Vocational=88% Nurse, Registered=90% Occupational Therapy Assistant=100% Physical Therapy Assistant=65% (THECB Data)	Percentage of students who pass a licensure exam = 72% (HCCS Estimated) Cosmetology=80% Court Reporting=20% Emergency Medical/Paramedic=67% Fire Protection (Arson Invest & Inspector)=100% Interpreter for the Deaf=67% Law Enforcement Academy=47% Medical Radiologic Technologist=93% Nuclear Medicine Technology=83% Nurse Aide=75% Nurse, Licensed Vocational=79% Nurse, Registered=80% (THECB Data)

NOTE: Unless the measure specifies "Fall," performance is based on annual data; and, unless otherwise specified, data are based on credit enrollment.
***This is a Legislative Budget Board (LBB) performance measure.**

INDICATOR D. UNIVERSITY TRANSFER

Measure D.1 Number of students who transfer to senior institutions*

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
7,406 Students (THECB Data)	7,607 Students (THECB Data)	7,629 Students (THECB Data)	7,782 Students (THECB Data)

Measure D.2 Grade point averages of students who transfer vs. grade point average of noncommunity college (native) students at selected institutions

Baseline Data 1996-97			*Year One 1997-98*			*Year Two 1998-99*			*Year Three 1999-2000*		
Type Transfer Institution	HCCS Transfers	All Transfers	Type Transfer Institution	HCCS Transfers	All Transfers	Type Transfer Institution	HCCS Transfers	All Transfers	Type Transfer Institution	HCCS Transfers	All Transfers
Large	2.84 GPA	2.80 GPA	Large	2.80 GPA	2.80 GPA	Large	2.79 GPA	2.80 GPA	Large	2.81 GPA	2.84 GPA
Medium	2.42 GPA	2.44 GPA	Medium	2.29 GPA	2.46 GPA	Medium	2.26 GPA	2.40 GPA	Medium	2.46 GPA	2.69 GPA
Local	3.01 GPA	3.07 GPA	Local	3.01 GPA	3.07 GPA	Local	3.17 GPA	3.21 GPA	Local	3.02 GPA	3.14 GPA

Measure D.3 Graduates' satisfaction with academic preparation

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
None	N/A	N/A	Good or Excellent=82%

NOTE: Unless the measure specifies "Fall," performance is based on annual data; and, unless otherwise specified, data are based on credit enrollment.
***This is a Legislative Budget Board (LBB) performance measure.**

INDICATOR E. ECONOMIC DEVELOPMENT AND LIFELONG LEARNING

Measure E.1 Enrollment in ABE, GED, ESL, workplace literacy

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
Total annual enrollees = 19,481 (includes CBOs (Community Based Organization)	Total annual enrollees = 21,244 (includes CBOs (Community Based Organization)	Total annual enrollees = 15,021 [includes CBOs (Community Based Organization]	Total annual enrollees=14,518 [includes CBOs (Community Based Organization]

Measure E.2 Number of companies and number of individuals served by industry contract training

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
Number contracts=95 Number students=N/A	Number contracts=111 Number students=1,964	Number contracts=154 Number students=2,278	Number contracts=196 Number students=2,447

Measure E.3 Completion of noncredit courses for personal interest

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
Noncredit enrollment = 17,826	Noncredit enrollment = 17,210	Noncredit enrollment = 17,264	Noncredit enrollment=14,771

Measure E.4 Successful completion of Workforce CEU courses

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
Course completers = 22,020	Course completers = 22,815	Course completers = 21,625	Course completers=23,797

NOTE: Unless the measure specifies "Fall," performance is based on annual data; and, unless otherwise specified, data are based on credit enrollment.
***This is a Legislative Budget Board (LBB) performance measure.**

INDICATOR F. CULTURAL AND CROSS-CULTURAL DEVELOPMENT

Measure F.1 Number of international education partnerships			
Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
Total Partnerships =N/A	Total Partnerships = 5	Total Partnerships =5	Total Active Partnerships=11
Measure F.2 Cultural and cross-cultural activities sponsored by the college for students, faculty, staff and community			
Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
143 activities	213 activities	150 activities	100 activities

NOTE: Unless the measure specifies "Fall," performance is based on annual data; and, unless otherwise specified, data are based on credit enrollment.
***This is a Legislative Budget Board (LBB) performance measure.**

INDICATOR G. INSTITUTIONAL SUPPORT

Measure G.1 Leased/owned space per FTE

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
Leased=28.55 sq ft per FTE Owned=46.32 sq ft per FTE (HCCS Data)	Leased=27.51 sq ft per FTE Owned=47.07 sq ft per FTE (HCCS Data)	Leased=24.73 sq ft per FTE Owned=48.33 sq ft per FTE (HCCS Data)	Leased=19.19 sq ft per FTE Owned=68.97 sq ft per FTE

Measure G.2 Percent of contact hours taught by full-time vs. part-time faculty*

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
Contact hrs taught by ft faculty = 46.3% (HCCS Data)	Contact hrs taught by ft faculty = 46.6% (HCCS Data)	Contact hrs taught by ft faculty = 43.9% (HCCS Data)	Contact hrs taught by ft faculty=51.64% (HCCS Data)

Measure G.3 Total amount of restricted funds

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
Total restricted funds = $31,760,789 (HCCS Data)	Total restricted funds = $33,904,684 (HCCS Data)	Total restricted funds = $38,252,042 (HCCS Data)	Total restricted funds=$40,993,454

Measure G.4 HCCS expenditure per FTE student

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
$6,040	$6,737	$6,094	$6,560

Measure G.5 Percentage of expenditures for institutional support versus total current funds expenditures*

Baseline Data 1996-97	*Year One 1997-98*	*Year Two 1998-99*	*Year Three 1999-2000*
9.27% (HCCS Data)	9.7% (HCCS Data)	20.37% (HCCS Data)	21.0% (HCCS Estimated)

NOTE: Unless the measure specifies "Fall," performance is based on annual data; and, unless otherwise specified, data are based on credit enrollment.
***This is a Legislative Budget Board (LBB) performance measure.**

PART III.
UNIT PLANNING AND EVALUATION: OVERALL RESULTS

"The assessment of institutional effectiveness essentially involves a systematic, explicit, and documented comparison of institutional performance to institutional purpose." (*SACS Resource Manual on Institutional Effectiveness*)

The effectiveness process at HCCS involves the active participation of each and every unit of the system—the Chancellor's area and each system-level administrative area, each of the five colleges, and within each college, each instructional, support, and operational department and each educational program. These units exist and function in direct support of the overall HCCS statement of mission.

The effectiveness process used at HCCS can be summarized as follows: first, each unit within the system states its purpose (function); next, each unit establishes specific, measurable objectives in support of that stated purpose; then each unit conducts an annual evaluation to determine if and how well it has accomplished those objectives and reports the results; finally, each unit uses the evaluation results to improve what it is doing.

To document and monitor the institutional effectiveness process, HCCS developed a standard format for reporting effectiveness activities that incorporates the various components or stages of the process. This format, which was used throughout the 1997-2000 planning period, shows the establishment of a clear linkage between the work of a particular unit and the overall institutional statement of mission.

In "closing the loop" on the 1997-2000 planning cycle, the institution summarized its significant achievements unit-by-unit and then overall by college and system administrative unit. The following paragraphs highlight the major accomplishments and improvements resulting from the unit planning and evaluation activities.

SYSTEM ADMINISTRATIVE UNITS

ADMINISTRATIVE SERVICES: FINANCIAL OPERATIONS—Financial Operations is the financial arm of the institution. It encompasses the Chief Financial Officer's responsibilities, purchasing and procurements, accounting and finance, risk management, security and safety, facilities management and budget control.

Financial Operations has made sufficient progress in the past three years. One of the objectives of the institution was to find the adequate finances to move from HISD facilities to its own, dispose of inadequate sites, equip each site with state of the art equipment while providing enough space to support the growth of the institution. That goal was accomplished through the use of student revenue bonds ($124 million) and the institution's fund balance ($15 million). Since 1997, the institution built the following campuses:

HCC – Northeast: Codwell Hall, Roland B. Smith Truck Driving facility, Pinemont Center
HCC – Southwest: West Loop Campus
HCC – Southeast: John B. Coleman building, Angel V. Morales building
HCC - Northwest: Town & Country campus
HCC – System: 3100 Main

Each of these facilities has responded to the corresponding growth in enrollment. Each facility offers up-to-date computer labs/technology, library and the availability of well-trained administrative personnel. The administration complex at 3100 Main houses administrative staff previously located

at four separate sites. This complex has over 500,000 square feet and the administration will be housed in six of the twelve floors and rent the residual floors, creating enough revenue to pay off the 1999 bond ($51 million).

In additions to the above accomplishments, the financial operations' division has added new departments to enhance it operations. Financial operations division includes the development of the risk management, record management, financial control and capital project accounting departments. HCCS has a bond counsel, financial advisor, financial controller and executive director of facilities management. With these additional departments, administrators and advisors, financial operations can now work on its future goals of financial strategies to provide financial stability in times of unforeseen contingencies. The institution can develop separate operating and capital budgets while conducting quality capital budget planning, cost analyses and financing. With the institution owning facilities, it will have to continue to develop the master plan and provide the essential maintenance plan to adequately maintain those facilities.

ECONOMIC DEVELOPMENT—The Economic Development Department was created in July of 2000 and is the responsibility of the Vice Chancellor for Economic Develoment. The Units that comprize the department are: Contract Training and Continuing Education, Government Relations, International Inititiatives, and Resource Development. The Office of Government Relations and Office of International Initiatives previously reported directly to the Chancellor while Resource Development previously reported to the Vice Chancellor for Institutional Development. Contract Training previously reported to Workforce Development. It is important to note that while their goals were defined and managed under different departments, the Strategic Plan maintained continuity and kept the units focused on the Houston Community College System's goals. The transition did not cause any disruption in service. In fact the expectaion is that these units will become more effective in their goals because of their compatibility.

The Government Relations Office was inaugurated in 1999 and therefore their goals and objectives are not reflected in the Strategic Plan (1997-2000). They did however, establish goals for 1999. Their acheivement highlights and other departmental highlights for the past year are represented below:

Goal A: Increase the involvement of HCCS with government officials and opinion makers.
Accomplishment: The staff developed legislative agendas for the 76th and 77th Legislatures, discussed issues that affect HCCS and monitored several interim studies to ensure that community colleges are included in plans adopted by the state of Texas. The staff also strengthened the HCCS support network by maintaining communication with and involving elected officials in HCCS programs.

Goal B: Streamline and prepare documentation for holding HCCS trustee elections.
Accomplishment: The staff worked with the Office of the Harris County Tax Assessor to resolve boundary disputes. The district maps were recreated using the data submitted to the Department of Justice. The staff also developed a candidate manual to assist candidates who pursue office as a trustee and to assist HCCS to conduct a trustee election without hiring additional staff.

Objective 7.3 of the Strategic Plan calls for HCCS to increase by 50 percent the number of international partnerships. By the end of 1999-2000, the Office of International Initiatives had increased the number of partnerships from five to eleven, thereby fulfilling this objective.

The Office of International Initiatives also established as a major objective the hiring of an Executive Director, establishing a System web site presence, and working with the Greater Houston Partnership to identify key countries for international partnerships. An Executive Director was hired in July 1998. In addition, the Office has developed a website, which expands the availability of information. The Office of International Initiatives is currently working with the Partnership to

identify key countries for international development opportunities and is currently meeting with the leadership of the Houston Partnership.

The Contract Training and Continuing Education Office set a goal of doubling the number of contract training programs over a three-year period. In 1996 HCCS offered 95 customized training contracts and in 1999-2000 the number of offerings grew to 196. This division has also increased the number of grant-funded programs. In 1997 the grant-funded levels reached $219,000. This number reached $5,590,000 in fiscal year 2000. The major concentration of effort for the last fiscal year has focused on implementing standardized courses and standardized compensation for continuing education faculty. The compensation schedule is now complete and the course definition and content appears to be complete. While the policy is in effect, the first full test will take place in April. In addition to compensation and course content, the instructor qualifications are reviewed by Contract Training and Continuing Education staff to ensure that all colleges are consistent and adhere to the stated qualifications.

The Resource Development Department established the following major objectives: 1) increase funding from public and private sources by 10%; 2) define a system-wide process for grant development, compliance and brokerage information; 3) institute an electronic process to disseminate grant opportunities. In response, Resource Development has increased grant funding from $9 million in 1996-97 to over $15 million in fiscal year 1999-2000. The department has also implemented a system-wide electronic information distribution system. The department also has a monitoring system in place to ensure that a grant monitoring process is in place internally.

EDUCATIONAL DEVELOPMENT—The Educational Development (ED) Office at HCCS from 1997-1999 included coordination and oversight of academic courses and programs and student services. In October of 1999, the ED Office acquired oversight of workforce courses and programs. In July of 2000, contract and continuing education were shifted to the newly created Office of Economic Development.

During 1999-2000, the ED Office accomplished numerous goals in support of the HCCS Strategic Plan, *A Vision for the Future*, including:

- Completion of 10 academic program reviews and 22 workforce program reviews leading to significant curricular revisions; addition of new academic courses in areas as education, anthropology, and geography; and deactivation, closure, or shift from credit to continuing education of eight workforce programs.

- Successful preparation for the Institutional Effectiveness on-site visit by the Texas Higher Education Coordinating Board (March, 2001) which resulted in the designation of 12 HCCS workforce programs as "Exemplary" and four additional programs as "near-exemplary."

- Significant curriculum development in several workforce areas, including computer science technology, process technology, aviation maintenance, electronics, business technology, and telecommunications.

- Expansion of dual credit agreements with service area school districts and approval of tuition waivers for dual credit students.

- Expanded access to higher education for undocumented students with approval of lower tuition/fees for those who attended Texas public schools.

- Coordination and conversion of workforce continuing education to guidelines for state funding.

- Increased student services offered via the Web, including an on-line catalog, degree plans, and information concerning financial aid and transfer.
- Coordination of the HCCS Honors Program and increased offerings of Honors courses throughout the system.
- Completion of a comprehensive HCCS Developmental Education Plan, cited as an exemplary model by the Texas Association of Community Colleges (TACC).
- Automation of all HCCS Library technical services, including cataloging, ordering, circulation, and provision of on-line databases for off-campus users.
- Statewide leadership of the Special Populations Consortium of colleges to improve services and instruction for special populations students.
- Implementation of several institutional certificate programs for students funded by the Workforce Investment Act (WIA).
- Participation as a partner with the University of Houston, the Annenberg Foundation, other area universities, and six area independent school districts in successful application for a $5 million Title II Grant (teacher preparation) from the US Department of Education.
- Development of an HCCS Orientation Course as part of the HCCS Title V Grant from the US Department of Education.
- Provision of faculty professional development activities in topics as use of adaptive hardware and software for disabled students; use of labor market information for curriculum development; use of computer-adaptive software for students in assessment, testing, and career exploration; diversity training, etc.

In spite of significant achievements and success, there were several areas of disappointing results: the numbers of HCCS students receiving financial aid declined, enrollment in Adult Education declined, and despite an increase in the number of overall degrees and certificates awarded from the previous year, the total awards made in 1999-2000 fell below totals achieved in some prior years.

These areas will receive increased focus and attention and budgetary support in the coming year as HCCS prepares a Recruitment and Retention Plan to help attract an increased enrollment that reflects the service area and helps students achieve completion of certificates and degrees to partake fully in the economic and social benefits derived from higher education.

HUMAN RESOURCES—The past three years provided both the foundation and the opportunity for a complete rebuilding of the HCCS Human Resources (HR) Department. While the HR Department made significant progress on reorganizing and restructuring its function areas it also made progress in support of the institutional strategic plan.

A complete transition of Human Resources Business Application Software from Legacy to PeopleSoft was accomplished within a short timeframe. This transaction which also included all payroll processes was a necessity which directly supports the recruitment and retention of all personnel employed at HCCS. (6.1)

After the installation of HR Peoplesoft a comprehensive academic/workforce salary schedule leveling plan was implemented to provide internal equity of starting pay rates between these two faculty

groups. The completion of the salary leveling process provided clarity, harmony and an incentive for attracting and retaining faculty employees. (5.4).

In order to maintain a competitive posture in a very competitive Houston labor market, the Human Resources Department was able to secure through a Request for Proposal (RFP) the services of Buck Consultants to address the need of rebuilding HCCS Compensation Delivery Program.

This project was successfully completed with recommendations from the Impact Analysis presented to the Executive Administration, representatives of the faculty groups and the HCCS Finance Committee. If adopted and approved by HCCS Board of Trustees it will provide the initial catalyst for the installation of a new Compensation Delivery System that will ensure HCCS maintain competitiveness within our labor market. (5.4)

New emphasis was placed on providing good customer services throughout all areas of Human Resources with the theme of "consistency and accountability". Diversity recruitment efforts were made a priority. The recruitment area of consideration was expanded to reach new labor markets to enhance minority recruitment. This will be an ongoing process in support of HCCS Strategic Plan for future years.

The Human Resources Department reintroduced the College Leadership Program providing the necessary skills and knowledge in support of high quality professional service to our students and community. (2.4)

A New Employee Orientation program kit was developed and made available to HCCS part-time employees and part-time employees without benefits to let them know that they are an important part of the organization and provide a valuable service in support of HCCS goals and objectives.

The Human Resources Department was successful in establishing an on-site point-of-contact for HR issues through the use of HR Generalists assigned at each college.

The Human Resources Department will continue to re-evaluate and make program changes that will benefit and support the strategic plan of HCCS.

INSTITUTIONAL DEVELOPMENT—This has been a successful and productive three years for the Institutional Development Division. The Division had direct responsibility for the achievement of several of the objectives in the Strategic Plan and supported many of the others, in addition to providing the process and data for monitoring the implementation of the plan. In addition, the departments in the division set objectives for improvement of department operations and put into place many mechanisms for monitoring progress.

Highlights in support of the Strategic Plan:
The newly formed Facilities Department worked with the Colleges to open seven new facilities in Spring and Fall of 2000, consolidating multiple leased facilities, enabling HCCS to finally vacate the evening-only HISD facilities. In addition, a new administrative center was purchased which allowed consolidation and sale of five deteriorated buildings. (5.1)

A Ten-Year Facilities Plan was developed which provided the detailed assessment data to support the sale and the allocation of over $4 million in "critical issues" funding to existing facilities, primarily Central Campus. The plan was a system-wide Board and Administration effort which has been included as a best practice in technology-driven planning in a recent SCUP publication. (5.2)

Institutional Development facilitated the development of a Library Plan for SACS Compliance which compared HCCS data to peer institutions and set yearly goals for budget, technology, personnel,

collection, and facilites. The plan has been monitored and updated yearly. The library automation project was fully implemented.(5.3)

The Strategic Plan for Technology was updated and has been implemented, moving from completion of the infrastructure and basic services phases, through expected services and into enhanced services. Highlights include: completion of the data and telephone network, creation of the Information Center, successful completion of the Y2K project, implementation of PeopleSoft HR, Finance, and Student systems, Oracle email and calendaring systems, and the completion of a new data center in the new administration building. In Instructional Computing, a five year plan was developed which redirected the department from high end multi-media to basic faculty support. In the past three years, the Instructional Computing Resource Center has implemented faculty fellowships, implemented an Employee Technology Training Plan, supported major technolgy grants, and the development of over 60 web-based courses. In addition, through the implementation of a Technology Fee and Title V Grant, HCCS now has over 3,500 computers for student use. (6.1, 6.2, 6.3)

The Institutional Research Department conducted needs assessments for several proposed new sites, led the development and implementation of a new program review process and provided most of the data support for the Strategic Plan. The department facilitated development of a new, system-wide Institutional Effectiveness process, completed by over 600 units, and provided much of the data support for it. As a result of evaluation of the process, the department is developing a totally on-line process for the next cycle. (7.1, 8.3)

Highlights of Performance Improvement:
Membership in the newly formed Alumni and Retirees Associations has increased to 736 in two years.

The Institutional Research Department has increased its ad hoc studies from a baseline of 34 to over 200 per year, routine projects from 13 to 87, and publications from 4 to 11. The award winning *Fact Book*, now published on line is used extensively throughout the system to provide data; the new Program Review process has been revised as a result of evaluation, and has now been completed by every workforce and academic program; processes to support data gathering for the Strategic Plan and Institutional Effectiveness have been greatly improved.

The Information Technology Department implemented new Information Center software to capture and monitor response to problems. As a result, cleared work orders went from 16,000 to 26,000 in one year, and response time decreased from over a week to 2.5 days. As a result of customer feedback, techs are being decentralized to the colleges to further improve service.

As a result of assessment of faculty satisfaction, the purpose of the department was redefined to provide basic faculty support. Fellowship satisfaction rose from 67 percent to 78 percent (highest rating), over 60 web courses have been developed, training has increased from 484 to over 600 per year, and web page support increased from 20 to 685 per year.

To improve system-wide facilities management and maintenance, a new automated HVAC control and management system has been installed in all new buildings and will be expanded to existing buildings. This should lead to enhanced performance and energy savings. The last year was the baseline year for the system. In addition, facilities square footage and utilization data has been developed and updated for all HCCS facilities and were used in the allocation of new facilites in the facilities plan. HCCS for the first time has objective data upon which to base facilities decisions.

COLLEGE UNITS

HCC-CENTRAL—Central College has made significant progress during the past three years. Many of the activities planned, implemented and evaluated have resulted in increased student services, improved curriculum and delivery, greater development of our staff and faculty, and an enhanced connection with our community—business, residential, and community-based.

Some of the activities gave indication of areas where improvement is demanded. Overall, the college worked and continues to work to further develop an institution whose focus is on students and their success. Some examples of our successes include:

* Refining the Honors Program that resulted in a tripling of students participating
* Offering of Web based academic and workforce courses increased from 0 in 1997 to 20 in 2000
* Increased diversity of full-time teaching and non-teaching faculty
* Establishing dual-credit classes at local high schools
* Integrating technology in labs, curriculum and services
* Developed four new workforce programs
* Implemented the Workforce Education Course Manual (WECM)
* Increased articulation agreements with senior-level institutions
* Increased professional and development activities for faculty and staff
* Developed relationships internationally that resulted in course development
* Implemented the "Early Alert System" to provide support for those students not succeeding academically
* Developed partnerships with local high schools and middle schools
* Increased access to student aid and scholarships
* Provided learning opportunities for students at community sites

Many of the successes over the last three years have provided a foundation for the next three-year strategic plan focusing on establishing a "Learning Centered College."

HCC-NORTHEAST—The data show that HCC-Northeast faculty and staff have performed an exemplary job in accomplishing the three-year goals and objectives. Commendations are in order, for the goals and objectives were accomplished under very challenging circumstances. Despite the transition of college offerings from high school campus sites to comprehensive day/evening campuses, and despite the loss of a full-service - "seven-day-a-week" facility (Technology Center), the Northeast College suffered only minor losses of student enrollments in some academic disciplines and workforce programs. Surprisingly, despite the instability in instructional sites, the enrollment increased in some instructional areas.

The HCC-Northeast library service to students was inadequate until the current plan resulted in major improvements at two instructional sites. The library at Northline will soon be expanded to include a larger reference section for users and will more closely comply with SACS Standards for a library at a major campus site. Dollars have been earmarked and set aside for the expansion, which will begin at the end of March 2001.

The instructional divisions were vigilant in identifying major areas where full-time faculty was needed. Thus, the number of full-time faculty was increased, and correspondingly, the ratio of full-time to part-time faculty was improved. The average class size increased in many instructional areas despite the instability caused by the hub. The reports show that the instructional and student services' staff have been effective in serving students and in promoting the college's efforts to retain students.

Departmental Chairs and faculty have been proactive and have developed new certificate and degree programs to meet the needs of industry. New programs in chemical technology, process technology,

telecommunications, have been implemented. A Dean of Student Development was hired and an intense emphasis was directed toward providing a complete menu of user-friendly student services.

The next planning cycle of the Strategic Plan will focus the college on bridging the digital divide, implementing the "Learning College" principles, and transitioning students from GED into the regular academic and workforce programs. While the majority of the goals and objectives from the first three years have been completed, those that are still in progress will be incorporated into the plan for the upcoming planning cycle. For those goals and objectives that require the infusion of operating dollars to complete, those items will be discussed in the early stages of the budgeting process for the next fiscal year.

Now that HCC-Northeast has permanent facilities, up-to-date computer labs/technology, and the availability of well-trained administrative personnel, the results of the next planning cycle should show more substantial data about the college's success under more normal conditions.

HCC-NORTHWEST—Houston Community College Northwest has worked hard to focus on the completion of our strategic plan "A Vision for the Future," and as a result we moved the institution further along the path of serving our communities with a commitment to excellence.

Academic Area
The academic area has met a number of goals over the past three years. The college has experienced success in academically strong faculty, increased enrollment, enhancement of instructional technology, campus relocation, internal preparation for SACS and community services.

The number of sections taught by full-time faculty at Northwest has increased. This goal has been partially attained through the hiring of new full-time instructors across most of the disciplines. Each discipline has shown both stronger faculty professional development and college/community involvement. All faculty are challenged to actively facilitate students' ability to think, write and speak analytically.

The academic area is experiencing an overall increase in student enrollment principally but not limited to the opening of the Town and Country Square campus and more efficient course creation process which produces a better proportion of the number of classes offered to those made.

Through recent technology purchases and reallocation of resources, students and faculty have better access to computers. Technology is utilized more efficiently to assist with instruction in the classroom, the Instructional Resource Centers, the Teaching and Learning Centers and state-of-the-art laboratories. Many departments and faculty currently have web pages.

Northwest successfully completed a campus relocation the Summer and Fall of 1999 through the closing of the Westchester campus and opening of the state-of-the-art Town and Country Square campus. The second phase of this campus build out resulted in facilities expansion, which includes the Performing Arts Center.

Lastly, the Northwest academic area is involved in many community programs which include: Dual Credit, tutoring, mentoring, Career Days, Academic Challenge, commercial music joint ventures, the Texas Space Grant Consortium, and the Bridges to Careers as Urban Environmentalists.

Workforce Area
The Workforce area has made dramatic changes in Continuing Education/Contract Training, Cosmetology, and Agriculture/Horticulture.

The Contract Training and Continuing Education program has doubled revenue and enrollments by reorganizing and redirecting resources.

The Agriculture and Horticulture Department went through an external program review by peer institutions and has reorganized staff and programs to reflect 21st Century Agriculture concerns.

Cosmetology has reduced costs by moving faculty from 12-month to 9-month contracts, has completely changed its curriculum to Pivot Point techniques, and reduced the number of full-time faculty.

HCC-Northwest has increased enrollment over 20 percent this year as a direct result of a commitment to the communities we serve and by focusing on the achievement of our goals objectives.

HCC-SOUTHEAST—Building the Angela V. Morales and the John B. Coleman Buildings were major achievements for the Southeast College during 1997-2000. Morale was greatly improved by faculty, staff, and administration during the design phase of each building and campus. Staff, especially faculty, assisted architects in designing appropriate spaces for teaching and learning that were learner centered. Communication from administration to faculty improved greatly because of the open communication and the many meetings that were held to bring faculty, staff, architects, and builders together to design buildings that would meet student needs.

Faculty were involved in the "look and feel" of the structure at the John B. Coleman Building which houses the HCCS Health Sciences campus and the health career programs that are "hubbed" in the Southeast College. The HCC System staff implemented a higher standard in the selection of office furniture and in the sate-of-the-art office designs that were ergonomically designed to consider working style, level, and type of work conducted by faculty, staff, and administrators, and that will enable all of us to work productively and efficiently. As a consequence, staff had an opportunity to work with buyers from various companies to select appropriate office furniture and colors that complement each working area.

Faculty, staff, and administration worked with the architects to create the appropriate space for teaching and learning. It became apparent to the Southeast College Administrative Team that maximizing the college dollars would be a top priority in completing each campus. Following the lead of the College Operations Officer, team units (workforce, academic, student services, continuing education, and resource and community development) agreed on designated work areas that would maximize student flow and allow for full, seven-day-a-week staffing within budget.

Examples of units designed for efficiency include: the library, student service one-stop shop, workforce education, distance education, continuing education and contract training, and grants and community development areas.

Other accomplishments in the Southeast College have included phasing out programs that did not meet the needs of the Southeast College constituency or workforce training needs, adding and redesigning new programs such as the phlebotomy program, the bilingual secretarial program, the Institute for Excellence program to train welfare-to-work individuals, and the MicroSoft MOUS Engineering Certificate training program.

The President's office also supported the Institutional Effectiveness process and SACS reaccredidation efforts through the Office of Community and Resource Development and created a Public Information office to serve the college, communicate with the community, and help market college programs to the community, business, and industry.

The Distance Education hub was reorganized for greater efficiency, improved visibility, and enhanced enrollment to meet student needs in the digital future and to meet the increased student demand for distance education learning in the 21st century.

The Southeast College formed solid corporate and community partnerships with the Houston Independent School District, Whataburger Inc., the Houston Diagnostic Clinic, the University of Houston Clear Lake, Microsoft Corporation, the Houston READ Commission, the East End Chamber of Commerce, the Hispanic Chamber of Commerce, the Greater Houston Partnership, the City of Houston, HUD, and the University of Delhi, India, as the beginning of an international initiative to train and exchange faculty and students in the fields of health careers, nutrition, and administration.

The Southeast College of HCCS continues to serve as an exemplary role model as a learning college that delivers excellent education and training for the students in the southeast area of Houston and forecasts a bright future as we enter the 21st century.

HCC-SOUTHWEST— As a result of the planning activities during the 1997-2000 strategic planning cycle, Southwest College achieved many significant successes. The following summarizes these accomplishments in the academic, workforce, and contract training and continuing education units. In addition, accomplishments made by student development, technical support, resource and community development and the cable television station units are described.

Academic Disciplines

English Composition and Literature

- The number of students receiving tutoring more than doubled since 1996-97 school year (from 200 to over 400).
- Literature and film course offerings were rejuvenated (none in 1996-97, 2 in the fall 2000 semester).
- Expanded its ENGL 1301 and 1302 dual credit classes to the Alief Elsik and Alief Hastings High Schools.

Developmental Studies

- The Learning Assistance Center hardware and software was upgraded.
- After the hardware and software was upgrades, student use of the Learning Assistance Center increased by 71%.
- Data was collected showing the number of students who completed the developmental sequence and passed the corresponding sections of the TASP.

Fine Arts

- Provided weekend ceramics and photography classes, which increased enrollment.
- Drama students won the highest recognition awards for a two-year institution for 5 of the past 7 years.
- The department acquired a new theater and gallery space. Renovations are in progress.

Foreign Languages

- Spanish initiated tutoring in 98/99 and served 51 students in 99/00.
- Spanish 1411 was offered for the first time as a dual credit class in a Southwest area high school.
- The *Puntos de Partida* CDRom has been installed in the Scarcella Open Lab and at Stafford and West Loop Libraries. With a new set of headphones and microphones, students can not only listen to and answer questions, but they can also record their voices.

Government/Physical Education

- The department has increased its second start offerings by 35% during the three-year cycle.
- The Government Department has developed partnerships with both Alief High School and the Beren Academy to deliver dual credit courses.

- The Service Learning Program has been successful in building new partnerships in the surrounding community. Specifically, the department has entered into agreements with over 150 local organizations.

History
- The department helped plan and implement System-wide history symposia for adjunct faculty.
- The department hired one more full-time faculty member to reach 50%, in January 2000.
- The department's average class size for three years was 27.

Library
- The expansion of the Stafford library was completed in 1999.
- Electronic classrooms at both the Stafford and West Loop Campuses were established.
- Contacts with the Ft. Bend County Public Library System have been made to foster a relationship similar to that with the Houston Public Libraries. A number of meetings have been held with the Ft. Bend Library Staff, both at the George Memorial Library and at the Stafford Campus Library.

Life Science
- The department established a fair and reasonable base line of academic standards in which each faculty is adhering.
- All full-time faculty as well a several of the part-time faculty have taken a number of computer-related classes to increase their understanding and use of technology in the classroom.
- The department increased the number of open labs and the number of hours of tutoring.

Mathematics
- During the three-year cycle, the number of students attending tutorial sessions increased by 15% and the number of students attending the computer tutorial lab increased by 12%.
- Enrollment in mathematics courses increased over 15%, during the three-year cycle.
- Full-time faculty participated in an average of four professional development activities each year.

Philosophy
- The Philosophy department expanded its offerings of sophomore level courses by adding 1 more section at both the West Loop and Stafford campuses.
- The Philosophy department petitioned the core curriculum committee so that Philosophy 2303, Logic, now fulfills a Math requirement.
- Philosophy 1303, Principles of Reasoning, offers students practice in critical thinking skills that will enhance their success in all academic endeavors. This course is now offered regularly in our schedule.

Physical Science
- The number of students taking advantage of the increased hours of physics and chemistry tutoring has increased each year.
- The College was awarded a new Eisenhower grant for the 2000-1 year to continue the program with the Lamar Consolidated Independent School District.
- We obtained 12 laptop computers and Labworks for integrating computer-aided data collection with the chemistry curriculum and are preparing experiments for their use, and as a result, more chemistry and physics instructors are giving Internet-based assignments and using resources linked through the Physical Science home page.

Psychology
- The department continues to be staffed by a diverse population. A full-time faculty position and an adjunct faculty position were filled by minority applicants.
- Full-time faculty teach 55% of all psychology courses.

- All full-time faculty participated in a least three job-related professional development activities each year.

Social Sciences
- Student access was improved by offering a web-based course (Geography 1300) in spring 2000.
- Dual-credit offerings including three economics courses and one sociology course at four different high schools have been implemented, during the past three years.
- Class-size averages increased from 18 in 1997 to 24 in 2000.

Workforce Programs

Accounting
- Two Internet classes were added: ACCT 2302 (Managerial) and ACNT 2309 (Cost Accounting).
- Offered a dual credit class at Lee High School (HISD) and will offer dual credit classes in Spring Branch ISD.
- A new certificate award was created and approved by the Texas Higher Education Coordinating Board.
- Three new members were added to the advisory committee: one businessperson from the Ft. Bend area, one part-time faculty member and one student.

Broadcast Technology
- Program offerings have been extended to afternoons and evenings to accommodate student schedules.
- Purchased camcorders for student fieldwork.
- Established partnership with METV to create professional hand-on learning/working environment for students.

Computer Science Technology
- Number of co-op students has tripled since spring of 99.
- Created an Oracle Advisory Board.
- Several new awards were created and approved by THECB: 2 Help Desk certificates, 3 Oracle certificates, a Network Engineer certificate, a Network Essentials certificate, and a Network Engineer degree.

Geographic Information Science
- This department held its first class in 1997 and the first student to graduate with an Associates Degree did so in May of 2000.
- In 1997, the department received $385,000 in funding from the National Science Foundation to write hands-on laboratory exercises for beginning college courses in GIS. These 40 exercises are unique because they were written from a workplace standpoint, emphasizing workplace applications and data sets. At least sixteen institutions from 8 other states are presently using some of the exercises.
- The department has given over 30 presentations and workshops on our work to professional organizations and educational groups at the national, state, and local level during the last three years. The department hosted and presided over two annual meetings of the state organization for GIS education in the State of Texas.

Real Estate
- The program now meets The Texas Real Estate Commission's requirements.
- Enrollment increased by 51.5%, from 1996-1997 through 1999-2000
- The number of completers increased from 3 in 1998-1999 (first year of certificate) to 12 in 1999-2000. This is an increase of 400%.

Technical Communication
- A Student Digital Art show and a weeklong career program were held.
- The number of Internet-based classes increased from none in 1997 to five in 2000.

- The percentage of the number of sections taught by full-time faculty increased from 45% in 1997 to 58% in year 2000.

Contract Training and Continuing Education (CTCE)

- The number of contract students increased from 624 in 1997-98 to 853 in 1999-2000.
- The number of CE/CEU course offerings increased from 317 in 1997-1998 to 641 in 1999-2000.
- The number of CE/CEU students increased from 2,584 in 1997-1998 to 5,137 in 1999-2000.
- The CTCE Department established at least two new business/industry partnerships each year from 1997-2000. These partnerships included CISCO, Elderhostle, DataTrain Institute, Bayou City Medical Center, Williams Communications, PeopleSoft, and Lucent Technologies to name a few.

Student Development

- Offered degree plan workshops resulting in 2,432 degree plans filed by students.
- Conducted PRIS sessions for all first-time and returning students with 15 semester credit hour or less. As a result, 102 group advising sessions were conducted for students to help identify a specific major
- Offered financial aid information sessions and workshops plus on-line FASA applications, which resulted in awarding over 3,400 students.
- Implemented an early alert program for financial aid students on academic probation.
- Implemented Adopt-a-School Program among the counselors by requiring each counselor to adopt a school located in the targeted area.

Technical Instructional Support (TICS)

- Brought Scarcella Science and Technology Center, Missouri City, and West Loop Campuses on-line in a timely manner for instruction.
- In addition to System training, TICS provides professional development opportunities for technical staff, which has resulted in the ability to support current technological instruction.
- Currently support 44 servers used for in-class and web-based instruction.
- Dramatically increased technical expertise for all technicians.
- Stafford and West Loop Campuses now provide 7-day/week open lab/internet access approximately 72 hours/week.

Resource and Community Development

- Have placed publicity for HCC-SW valued at $1,435,675, since 1997.
- Implemented continued representation of minorities in paid advertising, program brochures and direct mail. Sent press releases on outstanding students from all ethnic minorities. Provided an annual scholarship to area middle school students with a high minority population.
- Wrote and submitted grants to the George Foundation to fund the CHERP program.

Cable Television Station (METV)

- METV doubled its programming output to Stafford, thus providing many more opportunities for students to work in a hands-on environment. . Ninety percent of the television station staff are students.
- METV began providing television production services to the City of Sugar Land, strengthening the HCC SW connection to the Ft. Bend community.
- Programming for City of Stafford has doubled since 1998.
- Live productions occur from City Hall and the Civic Center.

PART IV. EDUCATIONAL PROGRAM REVIEW: OVERALL RESULTS

Program review is a major component of the institution's comprehensive system of planning and evaluation. It is a systematic process for continuous improvement of HCCS' educational programs, requiring all programs within the institution to be reviewed on a cyclical (1-4 year) basis. The review is a method of evaluating educational quality and effectiveness and the extent to which educational goals are being achieved in each unit. The review process is separate from but linked to decision-making, planning, and budget processes.

The purpose of program review is to internally and externally examine, assess and evaluate the educational programs to ensure compliance with the institution's mission, to improve programs, to document successful efforts, and to comply with the Southern Association of Colleges and Schools (SACS) and the Texas Higher Education Coordinating Board (THECB) criteria. The results of the review process serve as a tool for continuous program improvement and impact the planning and budgeting activities at both the institution and program level.

In developing the academic and workforce self-study instruments, critical success indicators, measures and standards were identified as the basis for evaluating program effectiveness. The standards are derived from SACS criteria, THECB institutional effectiveness requirements, and HCCS' *Vision for the Future* (goals and objectives for 1997-2000). The five critical success indicators identified for evaluating these programs are planning, student outcomes, curriculum and instruction, faculty, and resources.

The comprehensive review process for the workforce and academic education programs was piloted in Summer and Fall of 1998, and 70 workforce and 28 academic programs were scheduled initially to participate in the first review cycle, which is scheduled to end with the 2000-2001 academic year.

By the end of the 1999-2000 academic year, 71 percent of the academic and 76 percent of the workforce programs had completed self-studies. Of these programs, a large percentage have presented their findings to the Dean's Council, developed and implemented plans to address their deficiencies and improve the quality of the educational programs. There have been many positive outcomes from the program review process, some general and some program specific. Significant among these are the clarification of program purpose and goals, development and implementation of surveys to measure customer satisfaction (student and employer), the identification and closure of workforce programs no longer viable (eight closed or changed to continuing education), the allocation of faculty positions and funds to programs based on documented needs, and the reactivation of workforce advisory committees. Additionally, the instructional administration is more cognizant of the strengths and weaknesses of the various disciplines and programs and more involved in bringing about changes to improve the effectiveness of programs and services. Finally, the program review process helped the educational programs prepare for the Coordinating Board on-site visit to evaluate the effectiveness of the institution and its educational programs. The report of the visiting team for the Spring 2001 visit assigned exemplary status to 12 technical programs.

Full implementation of the review process will continue into the next planning cycle, which begins in Fall 2000. There are several steps in the review process and some programs (approximately 30 percent) have not yet begun their self-evaluation (step 1). Other programs have conducted their self-studies and are awaiting peer review (step 2), while still others are developing and implementing improvement plans (step 3), and reporting progress or evidence of change (step 4). See the charts on the following pages for a detailed status of the educational program review.

Academic Program Review Status For 1998-2000

Discipline	Course Rubric	Program Leaders	Scheduled Review	Review Status				Improvement Plan
				College Studies Complete	System Summary Complete	Deans' Review Complete	Notebook Submitted to VCED	In Progress
Anthropology	ANTH	A. Bragdon	Fall 98	✓	✓		✓	
Art	ARTS	C. Millis	Fall 98	✓	✓	✓	✓	
Biology	BIOL	J. Hunter	Fall 98	✓	✓	✓	✓	
Chemistry	CHEM	M. Outlaw	Fall 98	✓	✓	✓	✓	
Developmental English	ENGL	C. Renfro	Summer 98	✓	✓	✓	✓	
Developmental Math	MATH	W. Neal	Summer 98	✓	✓		✓	
Developmental Reading	GUST, READ	K.L. Moran	Summer 98	✓	✓	✓	✓	
Drama	DRAM	E. Muth	Fall 99					
Economics	ECON	Z. Saderion	Fall 99	✓	✓		✓	
English	ENGL	H. Orman	Fall 98	✓	✓	✓	✓	
English as a Second Language	ENGL	M. Picus	Fall 98	✓	✓	✓	✓	
Foreign Languages	CHIN FREN GERM JAPN RUSS SPAN	C. Jacobs	Fall 99	✓	✓		✓	
Geography	GEOG	J. Robinson	Fall 99	✓	✓		✓	
Geology (with GIS)	GEOL	A. Cate	Spring 2000					
Government	GOVT	L. Gonzalez	Fall 98	✓	✓		✓	
History	HIST	H. Bodner	Fall 98	✓	✓		✓	
Home Economics (Nutrition)	HOEC	D. Lima	Fall 99	✓	✓		✓	
Intensive English	ESOL	D. Ross	Fall 99					
Mathematics	MATH	T. Sever	Fall 98					
Philosophy	PHIL	S. Goll	Fall 98					
Physical Education	PHED	C. Dodson	Summer 98	✓	✓	✓	✓	
Physics	PHYS	D. Akpanumoh	Fall 98	✓	✓	✓	✓	
Psychology	PSYC	D. Boyd/J. Hsu	Fall 98	✓	✓	✓	✓	

Discipline	Course Rubric	Program Leaders	Scheduled Review	Review Status				Improvement Plan
				College Studies Complete	System Summary Complete	Deans' Review Complete	Notebook Submitted to VCED	In Progress
Communication Science/ Broadcast Journalism	COMM	S. Whitebird	Spring 2000					
Dance	DANC	D. Quanaim	Spring 2000					
Music	MUSI MUAP MUSB	V. Lootens	Fall 99	✓	✓		✓	
Sociology	SOCI	S. Menon	Spring 2000	✓	✓		✓	
Speech	SPCH	B. Ferreira	Spring 2000					

Workforce Education Program Review Status for 1998-2000

Program	Course Rubrics	College	Department Chair	Scheduled Review	Review Status		Improvement Plan
					Self-Study Complete	On-Site Visit Complete	Filed and In Progress
Air Conditioning and Refrigeration	AIRC	CEN	Klaus Petereit	Summer 98	✓	✓	✓
Aviation Maintenance Technology	AIRM, AERM	CEN		Fall 99			
Building Maintenance Trades	COMT	CEN	Joe Dobes	Fall 98	✓	✓	
Building Science Technology	BSCT	CEN	Joe Dobes	Fall 99			
Child Care/Child Development	CDEC, CHID	CEN	Joan Wyde	Fall 99	✓		
Civil and Manufacturing Technology	CIVT, CNBT, ENTC, EPCT	CEN	Jimmy Vu	Fall 99	Program Closed		
Commercial Art	CART	CEN	Glen Edwards	Fall 98	✓	✓	
Consumer Electronics Servicing	CELS	CEN	Rudy Rodriguez	Summer 98	✓	✓	Program Closed
Court Reporting	CTRP	CEN	Paula Witt	Fall 98	✓	✓	✓
Credit Management	CREM	CEN	Earl Smith	Fall 98	✓		
Culinary Services	CHEF	CEN	Henry Pile	Fall 99			
Fashion Design	FASD, FASI	CEN	Kay King	Fall 99	✓		
Fashion Merchandising	FASM	CEN	Kay King	Fall 99	✓		
Finance Management	FINA	CEN	Earl Smith	Fall 98	✓	✓	
Graphic Arts/Printing Technology	GRAA, GRPH	CEN	Robert Garza	Fall 99	Program Closed		
Hotel & Restaurant Management	HRMA	CEN	Ezat Moradi	Fall 98	✓	✓	
Industrial Electricity	ELEC	CEN	Max Saravia	Summer 99	✓		
Interior Design	INTD	CEN	Kay King	Fall 98	✓	✓	
Interpreting/Transliterating Technology	ITTD	CEN	Shirley Pacetti	Fall 99			
Legal Assistant	LEGA	CEN	Doug Wilson	Fall 99			
Major Appliance Repair	MAPR	CEN	Klaus Petereit	Summer 98	✓	✓	✓
Manufacturing Engineering Technology	MAET, INMT, ENTC	CEN	Jimmy Vu	Fall 98	✓	✓	

Program	Course Rubrics	College	Department Chair	Scheduled Review	Review Status		Improvement Plan
					Self-Study Complete	On-Site Visit Complete	Filed and In Progress
Manufacturing Processes & Machine Operations	MACS, MCHN	CEN	Jimmy Vu	Fall 98	✓	✓	
Photographic Technology	PHOT	CEN	Glenn Edwards	Summer 99			
Physical Fitness Technology	PFIT	CEN	Caprice Dodson	Summer 99	✓		
Travel & Tourism	TRAV	CEN	Ezat Moradi	Fall 98	✓	✓	
Welding	WELD, WLDG	CEN	James Owens	Summer 99	✓		
Auto Body Repair	ABRT, HMVM, SGER	NE	George Washington	Summer 98	✓	✓	✓
Automotive Mechanics	AUTO, CAAP, RVRT	NE	Michael Shoebrek	Fall 98	✓	✓	✓
Business Administration/ International Business	IBUS	NE	Linda Koffel	Summer 99	✓	✓	
Business Administration/ Management	BUSI, BUSM, BUSG, HRPO	NE	Linda Koffel	Summer 99	✓	✓	
Business Administration/Marketing Management & Research	MKTG, MRKG	NE	Linda Koffel	Fall 99	✓	✓	
Business Administration/Materials Management	BMGT, MMTD, COTD	NE	Linda Koffel	Fall 99	✓	✓	
Diesel Engine Mechanic and Repairer	DIEM, DEMR	NE	George Washington	Fall 99			
Drafting/Design Technology	DRFT	NE	Frank Ortiz	Summer 98	✓	✓	✓
Electronic Engineering Technology	ELET	NE	Morteza Sameei	Summer 98	✓	✓	✓
Fire Protection Technology	FIRE, FIRS, FIRT	NE	Steve Jahnke and/or Jonelle Scott	Fall 99			
Law Enforcement	CRIJ	NE	Al Barringer	Fall 98	✓	✓	

Program	Course Rubrics	College	Department Chair	Scheduled Review	Review Status		Improvement Plan
					Self-Study Complete	On-Site Visit Complete	Filed and In Progress
Risk Management and Insurance	INSU, INSR	NE	Linda Koffel	Fall 99	Program Closure		
Safety & Environmental Technology	SAET	NE	Ken Hernandez	Fall 98	✓	Program Closure	
Audio & Recording Technology	AUDT	NW	Scott Gehman	Fall 98	✓	✓	✓
Cosmetology	COSM	NW	Hilda Sustaita	Summer 98	✓	✓	✓
Horticulture	HORT	NW	Seth Knight	Fall 99	✓		
Music	MPER, MACP, MUSB	NW	Aubrey Tucker	Summer 99			
Veterinary Paramedic	VPAR	NW	Pamela Huebner	Fall 98	✓	✓	✓
Video Recording Technology	VIDT	NW	Scott Gehman	Fall 98	✓	✓	
Associate Degree Nursing	NURS	SE	Roger Kline	Fall 99			
Business Technology	WORD, RECM, OFFT	SE	Dr. Johnella Bradford	Summer 98	✓	✓	
Dental Assisting	DENA	SE	Rosalva Perez	Fall 99	✓		
Diagnostic Medical Sonography	DMST	SE	Teresa Rice	Fall 98	✓	✓	✓
Emergency Medical Technician	EMMT	SE	George Hatch	Fall 99	✓		
Health Information Technology	HITN	SE	Carla Tyson	Fall 99	✓		
Human Services Technology	MENH	SE	Richard Rosing	Fall 98	✓	✓	✓
Licensed Vocational Nursing	VOCN	SE	Dorothy Collins	Fall 99	✓		
Medical Assistant	MEDA, MDCA	SE	Tomye Geringer	Summer 99	✓		
Medical Laboratory Technician	MELT	SE	Mary Beth Murphy	Fall 98	✓	✓	✓
Nuclear Medicine Technology	NUMT	SE	Glenn Smith	Fall 98	✓	✓	✓
Occupational Therapy Assistant	OCTA	SE	Linda Williams	Fall 98	✓	✓	✓
Pharmacy Technician	PHAR	SE	Liz Johnson-Wilroy	Fall 98	✓	✓	✓
Physical Therapist Assistant	PHTA	SE	Georgianna Wilson	Fall 99	✓		
Radiography	RADT	SE	Teresa Rice	Fall 98	✓	✓	✓
Respiratory Care Technician	RESC	SE	Mimi Bartel	Fall 99	✓		

Program	Course Rubrics	College	Department Chair	Scheduled Review	Review Status		Improvement Plan
					Self-Study Complete	On-Site Visit Complete	Filed and In Progress
Respiratory Therapist	REST	SE	Ralph Bartel	Fall 99	✓		
Surgical Technology	SURT	SE	Christine Castillo-Sainz	Summer 99	✓		
Accounting	ACCT, ACNT	SW	Marina Nathan	Fall 98	✓	✓	
Broadcast Technology	VIDP	SW	Larry Mers	Fall 99			
Computer Information Science & Computer Science Technology	CSCI	SW	Tony Beckman	Summer 99			
Geographic Information Science	GISG	SW	Ozzie Nye	Fall 99			
Real Estate	REAL	SW	Dorothy Lewis	Summer 98	✓	✓	✓
Technical Communication	TECC, GRPH	SW	Lloyd Schuh	Fall 99			